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ABSTRACT

The subjects treated in this course on the background of curriculum development in Africa are: (1) the historical development of educational thought and practice in Africa since the emergence of the African independence movements; (2) the factors that influenced African educational development since 1969; (3) current issues involved in planning for quantitative expansion and improvement in education, and measures for insuring the relevance of education; (4) national educational philosophies and implementation of programs; (5) national educational objectives; and (6) the role of regional, subregional, and international cooperation, and the implications for educational policy, management, and implementation. Discussions of topics such as major political and educational conferences, and the search for alternatives to formal schooling are given as background for eight self-tests, in which the student is asked to comment on or extrapolate from the readings. (FG)

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AFRICAN CURRICULUM ORGANISATION (ACO)

BASIC TRAINING COURSE IN SYSTEMATIC CURRICULUM DEVELOPMENT

COURSE ONE:
BACKGROUND TO CURRICULUM DEVELOPMENT IN AFRICA

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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AFRICAN CURRICULUM ORGANISATION

BASIC TRAINING COURSE IN SYSTEMATIC CURRICULUM DEVELOPMENT

COURSE ONE

BACKGROUND TO CURRICULUM DEVELOPMENT IN AFRICA

COURSE ONE

BACKGROUND TO CURRICULUM DEVELOPMENT IN AFRICA

At the end of this course you should be able to:-

1. Analyse the historical development of educational thought and practice in Africa since the emergence of the African independent movement.

2. Explain the factors which have influenced African educational development since 1969.

3. Critically examine the current issues involved in planning for quantitative expansion, quantitative improvement and ensuring for relevance of education.

4. Analyse a number of cases to determine how political, social economic and cultural factors influence the development of National education philosophies and implementation of programmes.

5. Analyse and synthesise the problems and constraints inhibiting the realization of the national education objectives.

6. Examine the role of regional, sub-regional, and international co-operation and the implications on educational policy, management and implementation.

THE PROCESS OF CHANGE IN HISTORICAL LANDMARKS

Objectives

In this unit you will take a look at and examine the forces and factors which have led to the changes in African educational philosophy and planning. At the end of the unit you should be able to explain the themes of major conferences which have dealt with African Education and reason out why these conferences adopted the resultant recommendations.

Topics

1.1. Factors which influence change in African Education
1.2. Implications of this change in education
1.3. The major conferences:

1961 - The Adis-Ababa Conference
1962 - The Tananarive Conference on Higher Education in Africa
1964 - Conference of Ministers of Education - Paris
1966 - International Meeting of Experts - Moscow
1967 - International Conference on the World Crisis in Education (Williamsburg - Virginia)
1968 - (i) I.I.E.P. Meeting of Experts - Paris
1968 -(ii) Conference of Ministers on the Role of Science and Technology in Development in Africa (Nairobi) CASTAFRICA
1970 - The United Nations General Assembly - declaration of the INTERNATIONAL YEAR OF EDUCATION - 1970
- The Edgar Faure Commission - "Learning To Be"
1974 - Conference of Ministers of Education on the Role of Science and technology in Development in Africa - Dakar, Senegal (CASTAFRICA II)
1976 - Conference of Ministers of Education in Africa (MINEDAF - Lagos) Statement of Aims and Objectives of Education in Africa.

THE POST SECOND WORLD WAR SOCIAL REVOLUTION

The end of the Second World War marked the beginning of a great social revolution throughout the world. In many commonly referred to as the "developing countries", the emergence of nationalist movements created political awareness among the masses of their rights to self-determination as well as an awareness of the important role which education plays in socio-economic and human development. The Second-World War provides a clear illustration of the effect of social change on the development of education the world over and particularly in Africa and the other countries of the Third World. In Africa, at the end of the Second World War, "a large band of African soldiers and porters returned. They had learned much about European life and gained a much clearer understanding of what they wanted both for themselves as individuals and for the African people as a whole". Thus in Africa and in the rest of the Third World occurred what Professor Harbison has described as "The Revolution of Rising Expectations".

ST 1

ST.1 Quickly jot down a list of the higher expectations that you think this group now had.

During the 1950's, throughout vast areas of the world, where conditions of the common people had been static for centuries, the idea grew in the minds of responsible parents that knowledge is the key to a whole family of powers - political, social and economic, that a monopoly of knowledge in the hands of the few is but another name for the rule of the few over the lives of the many, that any people who wish to be the authors of their own way, must break up the existing monopoly of knowledge. They must make the right of access to education the common property of everyone and, by extension, must also democratise the right of access to progressively higher levels of instruction*

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*See Clarence BEEBY, The Equality of Education in Developing Countries, Harvard University Press, Cambridge, Mass., U.S.A., 1966) p.9 and also, Philip COOMBS, The World Crisis in Education (Oxford University Press, London 1968) p.99.

ST 2

ST.2 In one brief paragraph state how education is a key to power.

1.2 THE FOCUS OF EDUCATIONAL DEVELOPMENT IN AFRICA SINCE THE ADDIS ABABA CONFERENCE OF 1961

In May, 1961, at the dawn of political independence of most African countries, delegates of thirty-nine African States and five European Colonial powers (Belgium, France, Portugal, Spain and the United Kingdom), met in Addis Ababa, Ethiopia, to discuss education in Africa. This Conference was a turning point in the development of education in Africa, for it was the first time in Africa that the Education of Africans was discussed essentially by Africans at a Continental level. The Conference was also important, because the targets that were set by it, have for many years become the yard-stick for measuring achievement (in quantitative terms) of educational development in African countries.

Finally, the Addis Ababa Conference gave formal expression to the educational consciousness that began after the Second World War.

During the early 1960s UNESCO Regional Conferences held in different parts of the world adopted plans for the development of education:

- The Karachi Plan for Asian Education adopted in January,1960
- The Arab States Education programme adopted in Beirut in March,1960
- The Bellagio Projections for Europe and North America adopted in July, 1960
- The Addis Ababa Plan for African Education adopted in May,1961
- The Santiago Plan for Latin American education adopted in March, 1962.

The Asian Conference adopted the Karachi Plan for Universal Primary Education for all Asian children by 1980. The other regional conferences of the Arab States, Latin America and

African followed the example of Asia, thus making Universal Primary Education the educational goal of the developing countries and the regional objectives set up at these conferences provided for its attainment, other than in exceptional cases, by 1980 or 1983 with large amounts of external aid.

The immediate consequence of the Addis Ababa Conference decisions was a rapid expansion of the educational systems in all African countries, at the primary, secondary and higher levels to meet the demand for educated and trained man-power at all levels for the rapidly-expanding economic and social institutions that were created after the attainment of political independence as well as the compelling political necessity to satisfy the legitimate aspirations of the people who wanted schools for their children since they regarded education as the key to progress and social advancement.

Five main factors contributed to the spectacular results achieved:-

(i) The need for educated and trained manpower at all levels for the rapidly expanding economic and social institutions that were created after the attainment of political independence as well as the compelling political necessity to satisfy the legitimate aspirations of the people who wanted schools for their children since they regarded education as the key to progress and social advancement.

(ii) The sense of international solidarity and the framework of international co-operation which made available a substantial (although still adequate) amount of external resources for the purpose of educational development in Africa. At the same time, inter-African cooperation with its expression in the establishment of the Organization of African Unity (O.A.U.) was considerably strengthened.

(iii) The Addis Ababa Conference accepted the concept of "education as a productive investment" and as a major factor of economic, social and technological development. This last factor explains why educational development has come to be almost equated with educational planning, which in turn is closely related to overall economic planning. To help

African countries to plan their educational systems, UNESCO established a Regional Group for Educational Planning and Administration in Africa (1962-1968) which was later expanded to become the UNESCO Regional Centre for Educational Planning and Administration in Africa (1968-70). In 1970, as a result of UNESCO's decentralization policy, the Centre became the UNESCO Regional Office for Education in Africa.

(iv) Educational planning, pursuant to the recommendations of the Addis Ababa Conference, gained full acceptance in Africa. As the Director General of UNESCO pointed out in his speech at the 1968 Nairobi Conference on Education and Scientific and Technical Training in relation to Development in Africa, "Educational planning is not the effect of a passing infatuation with a new idea, but results from the clear recognition that it meets the need to bring educational systems up to maximum efficiency while, at the same time ensuring the balanced development of the individual".

(v) The realization that education is no longer a privilege of the few but a fundamental right of all the people, and that the guarantee for such a right is compulsory free primary education and equal opportunities for access to higher level of education.

ST 3

ST.3 List five evidence of increasing educational consciousness around the time of the Addis Ababa Conference.

1.3. DYSFUNCTIONALITY OF THE SCHOOLS SYSTEM

There is no doubt that the rapid linear expansion of the school system fulfilled a vital function - the provision of trained manpower necessary to sustain the imperatives of political independence and nation-building but, with the passing of the years, it became evident that much of the expansion was mis-directed.

The school system inherited from the colonial era was rapidly expanded with little, if any, modification.

Although the Addis Ababa Conference noted that:

> "the present content of education in Africa is not in line with either existing African conditions, the postulate of political independence, the dominant features of an essentially technological age, or the imperatives of balanced economic development involving rapid industrialization, but is based on a non-African background, allowing no room for the African child's intelligence, powers of observation, and creative imagination to develop freely and help him find his bearings in the world...., and recommended,"that African educational authorities should revise and reform the content of education in the areas of the curricula, text books and methods, so as to take account of African environment, child development, cultural heritage and the demands of technological progress and economic development, especially industrialization".

We have seen that for two-fold reasons given above for the rapid expansion of the educational system inherited from colonial era, very little was done to implement this important resolution of the Addis Ababa Conference. Clare Beeby in his book, The Quality of Education in Developing Countries (Harvard University Press 1966) gives the reason why this important resolution was not implemented in those hectic 'Romantic Sixties'. Beeby, says:

> "Some of our more refined arguments on the goals of education must have seemed a trifle unreal to African Ministers of Education in 1961, when they found themselves responsible for 100,000,000 people unable to read and write .... The passionate desire of common men and women to give their own children a better chance in life, gave the demand for education its explosive quality, and made it a political force that no democratic government could long resist. Since many of the parents were themselves illiterate, the pressure was for more education rather than better education and it was too much to expect them to be

> very concerned whether their demand for more primary schools represented the best use that could be made of the country's meagre funds for education. Nor can they have been prepared for the educational inflation that graduation from primary school, by the time their children achieve it, was no longer sufficient to buy the white collar jobs for which they had sought it....." (Beedby,p.9)

Here then are the obvious reasons for the dysfunctionality of the African formal school system with its well-known intractable problems.

The educational system has created a situation whereby, in many of the African countries massive unemployment and underemployment of school-leavers with an inadequate and irrelevant education co-exist with a critical demand for a skilled labour force relevant to development needs. The employment crisis is the result of a mismatch between an educational strategy aiming mainly at quantitative expansion of the academic streams and an economic strategy which, until rather recently, focussed on expansion of the modern sector, which cannot absorb most of the .....

The problem of the unemployed school-leaver was not the only cause for concern. The rapid expansion of educational system entailed high scholarisation particularly at the primary level, but high scholarisation does not particularly mean high retention rates in the school system . The excessive wastage rates, associated with certain shortcomings of the education systems and particularly the unsuitable nature of the content, entailed such high unit costs that further quantitative expansion often appeared to be out of the question or, to put it more accurately, it became clear that quantitative expansion could not be sustained without prior qualificative improvement and educational reform.

Added to these problems are problems arising from the pattern of educational development in African countries. Universal primary education aimed at ensuring

equality of opportunity for all children with regard to access to school but access to school does not in fact mean the same educational opportunities for boys and girls or for all the people in the society:

- There is always the problem of disparity in educational opportunities and attainment between different geographical areas of the same countries, or between urban and rural areas, and between different ethnic groups in the same country, due in the main to the inadequate provision of educational facilities (e.g. primary schools not offering a full primary school programme or the complete lack of primary or secondary schools in some areas).
- There is also the problem of children not going to school because of the inability of their parents, due to poverty, to pay for their education or children going to school but dropping out for one reason or another, without completing the course.

Furthermore, in spite of the rapid expansion of the educational system and the large expenditure entailed, the Nairobi Conference on Education and Scientific and Technical Training in Relation to Development in Africa (1968) had recognized that the majority of the African countries had not reached the targets fixed at the continental level for the period of the short-term (1961-1965) and, in particular, that for many of them free and universal primary education in 1980 did not appear to be a likely prospect. The review and discussion of the situation by the conference revealed that one of its causes was to be found in the high rates of wastage - "The enormous wastage at the primary school level is measured by the fact that for the Continent as a whole, only 32 per cent of pupils enrolled in the first year complete their first year".

Two other adverse features affecting the prospects for attaining universal primary education in the region are, firstly, Africa's high rate of population growth, which means that the heavy task of meeting the backlog has to be

accomplished at the same time that a large number of new places have to be formed. Between 1970 and 1975 the African population was expected by the United Nations to grow at 2.8 per cent. Secondly, the educational backlog is higher than in any other region since it was the last of the world's great regions to embark on the development process.

So continued social pressure for more educational opportunities, coupled with financial constraints and population growth which has checked the progress made in reducing the number of illitrates, have made it necessary for policy-makers to look beyond the formal school system for alternative means of providing education. The need for such alternative means of educating these youths and adults in particular who had not the benefit of education has become imperative.

These problems account for the uneasy feeling of disillusion with education which set in at the end of the 1960's quite in contrast to the high hopes with which the decade began. At the time of the Addis Ababa Conference of 1961, institutionalized schooling for children and young people was assumed to be a broad highway to national prosperity and international well-being. By 1968, when the Nairobi Conference took stock of progress, the realization had dawned that the Addis Ababa enrolment targets were unrealistic when set against limited resources and exploding populations. National policy-makers began to look towards <u>quality</u> and <u>relevance</u> in education rather than simple quantitative targets.

In seeking to define "quality" and "relevance", fresh appraisals were made of the institutional structures of education and the means by which they were administered and controlled. For the first time since mass schooling spread across the world in the nineteenth century, the concept of the school itself was called into question and alternative means of providing education were explored.

ST.4 At the end of the 1960's there was a general feeling of disillusionment with education. Why?

ST4

1.4 DEVELOPMENTS IN THE LATE 1960's

1.4.1 The Moscow Meeting of Experts (1968)

The Meeting of Experts on the Curriculum of General Education was held in Moscow in January 1968 - attended by 33 experts from 22 countries. The major proposals for international and national centres for curriculum development and research, the exchange of experience - relating the knowledge and experience available in some countries to the support of other countries, assistance in curriculum development and evaluation, through meetings of experts at international, regional and national levels, and the training of specialists in curriculum development. The Regional Seminar on the Reform of the Primary School Curriculum attended by thirteen participants from twelve African countries from 25 to 30 November, 1975, at Dakar, Senegal, and the IIEP African Regional Seminar for Advanced Training in Systematic Curriculum and Evaluation held in Achimota, Ghana (14 July to 15 August 1975) attended by 67 participants from 12 English-speaking countries, are the direct outcome of the recommendations of the Moscow Meeting. In many of the African countries, curriculum development centres have been set up.

1.4.2 The Nairobi Conference (1968)

At the Conference on Education and Scientific and Technical Training in relation to development in Africa, held at Nairobi, Kenya from 16 to 27 July, 1968, the Ministers noted that despite two decades of determined and considerable financial commitments made since the Addis Ababa Conference by the African States to develop their educational systems, and despite the significant progress achieved, in the majority of African countries the results so far still fall far short of those expected at the first half of the Development Decade launched by the United Nations in 1960.

Viewed in this context, and with particular reference to primary education, the conference invited the African governments:

1. to ensure that the primary education systems of the African countries, in ways varying from country to country:

   (a) achieve as soon as possible the 100% school enrolment at primary level which was scheduled for 1960 in the Addis Ababa Plan and which is in conformity with the right to education, the desire for education shown by the peoples of Africa and the democratization willed by the governments,

   (b) contribute to the strengthening of national unity,

   (c) bring about the social and cultural integration of children,

   (d) act as factors of change and of economic and social development,

2. to that end, to reform the content and orientation of primary education with a view to ensuring that:

   (a) the risk of the child being uprooted is reduced to the minimum,

   (b) the aim of the primary school is not only learning but preparation for life as well,

   (c) the primary education inculcates in the child respect and taste for manual work,

   (d) the requisite attention is given to the possibility of using the national languages as languages of instruction and determining the optimum age and the most effective methods for teaching the first language most effective methods for teaching the first language of wide communication,

   (e) primary education, in both rural and urban areas, provides all the children with the same basic knowledge and offers them the same chances of continuing their education.

3. to improve the output of the primary education systems, in particular by reducing the enrolment wastage rates,

4. to provide for the continuous in-service training of the teachers,

5. to create rural-orientated primary teacher training institutions,

6. to reform the structures of primary education post-primary education in accordance with the new objectives assigned to primary education,

7. to introduce adult measures and the different educational activities which are needed to supplement the expansion and reform of primary education as part of the rural and, more generally, social and economic development,

8. to make the necessary provisions for integrating primary school leavers in society,

9. to bring the school closer to the community and the community closer to the school,

10. to improve rural living conditions and to raise the prestige of the farmer, in order to prevent the school from accelerating the trend towards a rural exodus,

11. to encourage greater co-ordination between the work of educational planners and of those responsible for economic development.

The year previous, an international conference on the world crisis in education was held in Williamsberg, Virginia,U.S.A. This conference made recommendations on the crisis of education facing the world.

(ST 5)

ST.5 In your opinion, what are the three most significant recommendations made by these three conferences in 1968. Why?

THE TREND IN THE 1970's: THE SEARCH FOR ALTERNATIVES TO FORMAL SCHOOLING

The educational malaise of the late 1960's was not a problem of the developing countries only, but of the developed ones as well. It was this state of affairs which led to the convening of an International Conference on the World Crisis in Education (Williamberg, Virginia, U.S.A.1976) one of the outcomes of which was Phillip Coomb's book The World's Crisis in Education. What was required, therefore, of the international community was to make a global and concerted study of the objectives and procedures of education in the contemporary world, and UNESCO made its own contribution to this effort by taking the lead in organising in 1970 an International Education Year which prompted fresh thinking and innovation in a large number of countries and, at the same time, a preliminary appraisal of the situation at international level. In 1971, as a logical follow-up to this action, the Director-General of UNESCO, appointed a seven-man International Commission on the Development of Education, under the chairmanship of Mr. Edgar Faure, The Commission's report,Learning to Be, on the basis of its reading of the present state of education throughout the world, indicated the main lines along which education should be redirected in conformity with its new functions and goals. The approach to education put forward in Learning To Be owes a great deal to the concept of "Life-Long Education". The concept of "Life-long education adopts a broad and functional view of education - a view that equates education not simply with "schooling" but with "learning", regardless of where or how the learning takes place. Seen in this perspective, education is obviously a life-long process, spanning the years from earliest infancy through old age and taking many different forms, only one of which is formal schooling.

"Criticisms and analyses of formal schooling have become part of the "rationale" for the increasing attention given to "non-formal education" in developing countries, due largely to recent International Council for Educational Development (ICED) Studies, sponsored by UNICEF and the World Bank. It is widely assumed that non-formal education can transmit new skills and values effectively and inexpensively, thereby contributing to national development and enhancing the status and income levels of marginal groups. While non-formal education retains the traditional goals of formal schooling - greater socio-economic development - proponents assert that it can succeed where formal education has failed, in part because it provides educational choices for individuals."

ST6

ST.6 In your own words give a definition for non-formal education and also explain why it was given more emphasis in the 1970's.

1.6. CONFERENCE OF MINISTERS OF EDUCATION OF AFRICAN MEMBER STATES - (LAGOS (NIGERIA) - 27 JANUARY-4 FEBRUARY,1976

1. The Fourth Regional Conference of Ministers of Education of African Member States was held in Lagos, Nigeria, from 27 January to 4 February 1976, with the Government of Nigeria acting as the generous host. It was organized by the United Nations Education, Scientific and Cultural Organization in cooperation with the Organization of African Unity and the Economic Commission for Africa.

2. The Conference, convened in accordance with programme resolution 1. 111 (a) (ii), adopted by the General Conference of UNESCO at its eighteenth session, had the following terms of reference:

(i) to review the development of education since the Conference of Ministers of Education held in Nairobi in 1968

(ii) to study the present trends in education in the region and problems raised by the renewal of social, economic and cultural development needs and in the context of life-long education, and

(iii) to define the problems calling for priority treatment and to establish guidelines for actitivities in the field of educational development and renewal, both at the level of the Member States and in the framework of regional and international cooperation.

This conference has as its theme "Mass and Basic Education in support of Development". It examined in details, two very important issues of direct relevance to Curriculum Development in Africa, namely Problems raised by the Renovation systems and the need for Curriculum Reform in Africa. As regards problems of renovation of education in Africa, the Director-General of UNESCO, Amadou-Mahtar M'Bew, in his opening speech to the general conference said, "One of the essential aims of renewal is in my opinion, to close the gap which all too often - at least until recent years - has separated education from working life and the conditions specific to the country concerned. Indeed, the search for greater "relevance" seems essential if educational systems are to function more efficiently and are to be firmly rooted in the realities of the African situation. This search should naturally - as is very often the case - involve a reform of content, one which rejects the objectives of former systems inherited from the colonial period to base itself on the political, social and cultural options of the State in question. It is a source of satisfaction therefore, to note that a great many African countries have set up institutions for the preparation and reform of curricula - or have strengthened ones existing already - either within ministries or universities, or as independent bodies. Drawing on African traditions, as expressed in the desire for self-identification and an understanding of others, in order to intensify the sense of cultural identity, the new curricula should certainly inculcate in the child those values, attitudes and aspirations which will make him a genuine African". In this connection, it could not be over-emphasized the importance of promoting African languages as languages of instruction. The use of these languages offers obvious educational advantages, but they are also irreplaceable in that "they alone can transmit a cultural heritage the integrity of which is constantly jeopardized by an often transmatic modernization."

Two other conditions also seem essential. Firstly, identification with a culture should go hand in hand, in the case of the African child and adolescent, with a sense belonging to the community of the nations of the world and a desire for receptivity towards others. Secondly, the renewed esteem for African cultural values and traditions, in all their richness and abundance as a way of relating with others and with the whole world, must avoid the temptation to become backward-looking. On the contrary, it should appear as one of the elements of a novel synthesis in which the most useful contributions of the past are mingled with the knowledge, values, and attitudes needed for an understanding of to-day's world and control over an often increment environment. This of course implies much greater stress on basic training the sciences, but it is also imperative, as part of a <u>life-long education</u> preparing the individual for his future role, that education should provide knowledge which will enable young people and adults alike to understand the machinery of national, regional and international relations so that they may be better able to participate in the changes needed in their societies and help build a new and juster international order.

Concerning curriculum reform, the Director-General also said, curriculum reform should also lay great emphasis on actual experience, on the environment and on actual social conditions and should incorporate productive work. Children and adolescents must be freed from the feeling of unreality occasioned by the conflict between a bookish, imported culture and the exigencies of a daily life in which productive activities loom so large. In addition to its importance for economic development, this line of emphasis has an educational value and an ethical significance in that it exalts those values which are essential to the promotion of human dignity. It in any case simply represents a return to Africa African traditions which, until the colonial period, made no such harmful distinction between learning and everyday life.

Naturally, the quest for relevance ought not to be limited to the reform of programme content. Methods and the very spirit of education and the educational atmosphere should also be adapted to the realitities of Africa and to the aspirations of its peoples. It would, therefore, be desirable for teachers not only to be fully qualified, but also prepared for their new role. In their function as educators of the entire community, they should live in symbiosis with it, learning from it and themselves achieving a synthesis between cultural traditions and development requirements.

A concern for relevance in many cases also makes it necessary to revise the rules that have been followed hitherto with regard to examinations and promotion, which are in most cases too similar to those used in the systems of the former colonial powers and which, because of the successive eliminations they entail, tend to increase wastage rates to an extent which the African countries cannot afford. Moreover, they constitute an element of regidity and formalism which permeates the very spirit of the educational system, and take no account of values, experience and skills which could well be used in many cases as criteria in assessing acquirements and aptitudes. This is particularly serious in the context of an education which is designed to be life-long. The division into successive levels linked to one another springs more from an elitist outlook from a rational organization directed towards the satisfaction of the aspirations of individuals and the needs of society. African schools will continue to turn out hundreds of thousands of young people doomed to under-employment and unemployment so long as the various levels of schooling are not designed also to provide the skills that give access to productive employment, even though additional short courses of training may be needed in some cases.

ST7

ST.7 In your opinion, what especially useful recommendations did the Lagos Conference make that would lead to a relevant African education?

1.7 CONCLUSION

The African Nations emerging from colonial rule were determined to translate into practical policy the aspirations of their peoples. Education was seen as the effective weapon in the fight against illiteracy and ignorance and a lever of overall economic and social progress and, as such, was to be given the highest priority in national development programmes.

The task of the Addis Ababa Conference was to make an outline of an Educational Development Plan, aimed at providing economic growth and social progress in African countries, but since the Addis Ababa Conference, there has been great concern in all African countries about the relevance of education to the socio-economic and cultural aspirations of the African people. The problems are essentially those noted above, namely, the dysfunctionality of the educational system.

These problems have given rise to the increasing scepticism that investment in education is not producing the desired results.

The whole purpose of education and its objectives as well as its quality and relevance are being criticized. This scepticism is providing justification, in some countries, for the restriction on the further expansion of the primary school system and a rigid control on the number of children that go on from the primary schools to the secondary school - a situation which renders the attainment of the targets of the Addis Ababa Plan difficult if not impossible.

There is concern about what happens to the many young boys and girls who complete the primary school course and cannot go on to the secondary schools, to those who drop out before completing the primary school or worse still, about the many boys and girls, particularly in the rural areas, who do not go to school at all.

There is increasing anxiety among the leaders, that the high hopes expressed at Addis Ababa, and the great expectations and "near-faith" of the African peoples in the "magic of education" to transform economic and human conditions for the better are fast turning into bitter disillusionment.

As everywhere in the world, questions are being asked as to the final aims of education, the concepts underlying programmes and methods, the place and role of education in development, and also what contribution education can make to strengthening national independence and safeguarding the original cultural identity of each nation, within the context of African unity and solidarity.

So, if the Decade of the 'Sixties was one of aspirations and great expectations leading to the quantitative expansion of the African educational system, the Decade of the 'Seventies should be one of sober reflection and exploratory action leading to the renovation of education in Africa. It is important to bear in mind that education is mainly a social business, and like society itself, it is not static, it is a dynamic process concerned with both social and personal experiences, which require analysis, selection, reflection and continuous evaluation.

In our reflection it is important to always remember that, Education can only be understood when we know for WHAT SOCIETY and for WHAT SOCIAL POSITION the pupils are being educated.

Viewed in this context, we believe that education is too important to be left entirely in the hands of teachers only, that any genuine efforts to regenerate education in Africa must involve not only classroom teachers, but also educational planners and policy-makers (in various Government ministries), parents and guardians of children, community leaders (in particular leaders of the various religious bodies who are proprietors of the majority of educational institutions), as well as those whose work and research directly or indirectly relate to education- formal, informal and non-formal because for if ever any study was inter-disciplinary, it is education.

ST 8

HOW WELL HAVE I UNDERSTOOD THIS UNIT?

Answer the following questions and then see how well you have done by checking your responses with those given at the end of this unit.

1. *Match the name of the conference in Column B with the recommendations that were made at it in Column A by placing the identifying letter of the correct answer in the pacuthesee next to it. Items in column B may be used more than once.*

COLUMN A	COLUMN B
( ) 1. *There should be a rapid expansion of the educational systems in all African countries to meet the demand for educated and trained man-power*	(a) *Moscow Meeting of Experts 1968*
( ) 2. *Recommended the creation of national centres for curriculum development and research.*	(b) *Nairobi Conference 1968*
( ) 3. *Recommended a global and concated study of the objectives and procedures of education in the contemporary world*	(c) *Addis Ababa Conference 1961*
( ) 4. *Primary education should ensure that it inculcates in the child respect and task for manual work.*	(d) *Lagos Conference 1976*
( ) 5. *There must be a qualitative education not -ore linear expansion of education*	(e) *Meeting of Experts, Paris*
( ) 6. *Encourage greater co-ordination between the work of educational planners and those responsible for academic and social development*	(f) *International Conference on World Crisis in Education 1967.*
( ) 7. *Education must be relevant if educational systems are to function more efficiently.*	
( ) 8. *The curricula should certainly inculcate in the child these values, attitudes and aspirations which will make him a genuine African.*	

II. *Arrange the following statements in their correct order to make a logical paragraph that summarises the content of this unit.*

'Today we are still in the process of renovating educational systems and reforming the curriculum.

'The whole purpose of education and its objectives as well as its quality and relevance were being critized.

'The African nations emerging from colonial rule saw education as an effective weapon to fight illiteracy and ignorance as well as a lever to give them economic and social progress.

'The search for alternatives to formal schooling led to increasing attention being given to non-formal education.

'There was, therefore, in the 1960's a rapid expansion of educational systems in all African countries.

'However, in the early 1970's people became disillusioned with education because they saw that it was not producing the required results.

ANSWERS TO SELF-TEST 8

1.	(c)	1
	(a)	2
	(f)	3
	(b)	4
	(e)	5
	(b)	6
	(d)	7
	(d)	8

II. *The African nations emerging from colonial rule saw education as an effective weapon to fight illiteracy and ignorance as well as a level to give them economic and social progress. There was, therefore, in the 1960's a rapid expansion of educational systems in all African countries. However, in the early 1970's people became disillusioned with education because they saw that it was not producing the required results. The whole purpose of education and its objectives as well as its quality and relevance were being critized. The search for alternatives to formal schooling led to increasing attention being given to non-formal education. Today we are still in the process of renovating educational systems and reforming the curriculum.*